

Shipwreck Mapping

Post-Activity

Captain's Notes



Overview

This activity is meant to serve as a post-activity for the Shipwreck Mapping Activity. In this activity, students will review the information they have gathered and the observations they have made during the Shipwreck Mapping Activity and consolidate that information into a Research Log, just like a real archaeologist. Students will need to review their data, organize it, and use it to form conclusions and make hypotheses about the shipwreck they are studying.

Difficulty/Grade Level

Difficult/Grades 4-12 (the activity can be modified for a particular age group)

Suggested Group Size

Each student should complete his or her own Research Log, but students should be able to work with their groups and/or Dive Teams to discuss observations and measurements.

Time

1 Hour

Objectives

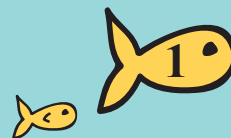
Review the information gathered during the Shipwreck Mapping Activity and use that information to think critically and form arguable hypotheses about the shipwreck.

Skills and Strategies

- Organizing data and information
- Using observations and measurements to imagine what the shipwreck might have looked like before it sank
- Forming hypotheses
- Critical Thinking

Materials

- Research Log Cover Sheet
- Equipment List
- The Thunder Bay Tribune (from mapping activity)
- Shipwreck Data Sheet (completed in mapping activity)
- Log Sheet (completed in mapping activity)
- Vessel Drawing Sheet



Procedures

1. Have the students fill out their Research Logs using the information they gathered from the Shipwreck Mapping Activity.
2. Be sure to remind students to include not only their own observations and the measurements they recorded, but also all the information and data (including historical documents) that they used to reach their conclusions about the shipwreck.
3. Give the students another 15 minutes to draw a picture of what they think the shipwreck might have looked like when it was sailing, based on the observations they made, the measurements they took, and the conclusions they came to based on their research.

Discussion

- Review what equipment the students used or could have used to help them map the shipwreck.
- What did the students learn about this wreck from their observations?
- What wreck might this be? Why?
The wreck is the E.B. Allen. Clues to its identity include the missing upper deck, its fallen mast, the fact that it was made of wood, and must have been a schooner (there is no steam machinery on board).
- How did they know what the vessel would have looked like when it was sailing on the Great Lakes?
Refer the students to the picture they drew in their Research Log.

Shipwreck Challenge

Write a persuasive essay involving your shipwreck study. What wreck is it and how do you know?

Reeling It In

Review the importance of using both historical and archaeological research to accurately map and identify shipwreck sites. It is also very important to record your research process so that future archaeologists can learn from and move forward with the research you have done.

Further Information

- Visit thunderbay.noaa.gov and the Alpena County Library for information about the shipwrecks of Thunder Bay and further education.
- Visit sanctuaries.noaa.gov for information about the Maritime Heritage Program and other National Marine Sanctuaries.

